DOCUMENT RESUME

ED 443 789 SP 039 342

AUTHOR	Myers, Charles B.; Crowe, Alicia R.
TITLE	Standards-Driven, Practice-Based Assessment of Pre-Service Teacher Education. A Focus on Subject Matter Knowledge and Competence in Social Studies.
PUB DATE	2000-04-24
NOTE	15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; *Institutional Evaluation; *Performance Based Assessment; Preservice Teacher Education; Program Evaluation; *Social Studies; *Teacher Competencies; *Teacher Evaluation
IDENTIFIERS	*Subject Content Knowledge; Teacher Knowledge

ABSTRACT

This paper chronicles the development of national performance-based, subject matter knowledge and competencies standards for the preparation of new social studies teachers, exploring the implications of their recent implementation by colleges and universities nationally. The standards are at the forefront of performance assessments of beginning teacher knowledge and competence in their subject matter and serve as prototypes for new performance standards in all subject matter areas. Since March 1999, they have been required for national approval of social studies teacher education programs in the National Council for Accreditation of Teacher Education accreditation process for preservice teacher education. The paper describes: the national performance-based, subject matter standards-setting process for assessing new teachers and preservice teacher education programs in social studies; the current use of the performance-based, social studies subject matter standards as prototypes for all subject matter standards for new teachers and the preservice programs that prepare them; and implications of using performance-based, subject matter standards as they are being put into place and required for state teacher licensing and institutional teacher education program approval. (Contains 46 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 789

Standards-Driven, Practice-Based Assessment of Pre-service Teacher Education

A Focus on Subject Matter Knowledge and Competence in Social Studies

American Educational Research Association

Annual Meeting

By
Charles B. Myers and Alicia R. Crowe
Vanderbilt University

April 24, 2000
New Orleans, Louisiana

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. B. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP039342

BEST COPY AVAILABLE

Standards-Driven, Practice-Based Assessment of Pre-service Teacher Education

A Focus on Subject Matter Knowledge and Competence in Social Studies

Charles B. Myers
And
Alicia R. Crowe

Vanderbilt University

Introduction

This paper chronicles the development of national performance-based, subject matter knowledge and competence standards for the preparation of new social studies teachers, and explores the implications of their recent implementation by colleges and universities nationally. The standards are at the forefront of performance assessments of beginning teacher knowledge and competence in their subject matter and serve as prototypes for new performance standards in all subject matter areas. Since March 1999, they have been required for national approval of social studies teacher education programs in the National Council for Accreditation of Teacher Education (NCATE) accreditation process for pre-service teacher education.

The paper describes and explains the following in sequence:

- The national performance-based, subject matter standards-setting process for assessing new teachers and pre-service teacher education programs in social studies;
- The current use of the performance-based, social studies subject matter standards as prototypes for all subject matter standards for new teachers and the pre-service programs that prepare them; and
- Implications of the use of performance-based, subject matter standards as they are being put into place and required for state teacher licensing and institutional teacher education program approval.

The National Standards-Setting Process

The Standards and Their Application

The process of assessing college and university pre-service teacher education programs in social studies for the purposes of awarding national accreditation and national program recognition rests on two standards documents and the application of the standards in those documents to college and university programs that seek national accreditation for the preparation of social studies teachers in middle and high schools. The two documents are:

- National Council for Accreditation of Teacher Education. 919970. *Standards, Procedures, and Policies for the Accreditation of Professional Education Units.* Washington, DC: NCATE.

- National Council for the Social Studies. (1997). *NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies.* Washington, DC: NCSS.

The two processes are

- The voluntary national accreditation process that NCATE conducts of the "units" of colleges and universities that seek NCATE's national accreditation.

- The voluntary national program approval process that NCSS conducts, within the NCATE accreditation process, of college and university programs that are designed to prepare teacher candidates for state licenses to teach middle and high school social studies, history, geography, civics and government, economics, and psychology and for which the colleges and universities seek national recognition.

The review procedures that deal directly with social studies programs are as follows:

- Institutions seeking NCSS approval of their social studies programs apply for NCATE accreditation according to NCATE guidelines.

- As an early step in that national accrediting process, the institution indicates its intention to seek NCSS program approval of one or more of the six social studies licensing areas covered by the NCSS program standards.

- Using these program standards, the institution conducts a thorough self-study of each of its social studies programs and responds to each standard, using the matrices that make up the NCSS/NCATE Program Standards document and provides supporting documentation when appropriate.

- The institution submits four copies of its completed matrices and its accompanying documentation to the NCSS Program Review Coordinator at least either twelve or eighteen months prior to when an NCATE Board of Examiners team is expected to visit its campus. (Twelve months for already accredited units and eighteen months for initial accreditation.)

- A team of NCSS reviewers reviews the completed matrices and makes program approval judgments twice each year, in November and April. That part of the review process is as follows:

  -Three assigned NCSS program reviewers, working as a team and under the direction of the Program Review Coordinator, assess each institution's completed matrices and documentation, program-by-program and standard-by-standard, with the intention of reaching a consensus on compliance for each program on each standard.

  -After each program has been reviewed by the assigned team of reviewers on all standards, votes are taken by the review team to determine whether each program of the institution is judged to be in compliance with NCSS standards.

  -The results of the review are compiled by the NCSS Program Review Coordinator, who writes a Program Review Report and sends it to NCATE, which transmits it to the institution and to the state office responsible for state-level program approval of teacher education programs (in the state in which the institution is located

Changes Since 1987

The NCATE national accreditation process for "units" that prepare teachers is long standing and has been conducted in its current form with relatively minor adjustments since 1987. The standards that are used, however, were changed rather significantly in 1995 and major additional changes will occur with the implementation of the *NCATE 2000 Unit Standards* later this year.

Although the nature of the NCATE process and standards is not the primary focus of this paper, two developments critical to how subject matter program standards, such as those for social studies, are used and applied are pertinent here.

- The subject matter knowledge and competence of the teacher candidates has become increasingly more important in NCATE accreditation decisions.

- More emphasis for both unit accreditation and program approval decisions has been placed on candidates' demonstration in performance terms of what they have learned and are capable of teaching.

These two thrusts are central elements of the *NCATE 2000 Unit Standards.*

As these two developments have evolved during the late 1990s, NCATE has modified its standards for approving the program-level standards and procedures of its subject matter specialty affiliated associations, such as NCSS. And, as a result, these associations were asked, as of 1997, to provide subject-specific, performance-based content standards and procedures for assessing programs. It is in this context that the current NCSS program standards were developed and made a part of the NCATE accreditation process.

Since the redesign of NCATE in 1987, NCSS has been formulating and announcing standards for the preparation of social studies teachers in both comprehensive social studies and the single disciplines that are typically included under the social studies umbrella. Standards have been issued in five-year cycles -- 1987, 1992, and 1997. The current *National Standards for Social Studies Teachers* document is the 1997 version of that continuing effort, and it is on that document that the *NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies* is based.

The 1997 standards were designed to be significantly different from those of previous versions so that they would fit better with the evolving NCATE expectations. Whereas earlier versions prescribed programmatic components (courses, for example) that should be provided for prospective social studies teachers in their teacher preparation programs, fifteen of the twenty standards in the 1997 *National Standards* document describe the academic content that those who complete social studies teacher education programs (comprehensive social studies and any of the single disciplines) should know and be able to teach. In short, these 1997 standards (1) emphasize subject matter knowledge and the ability to teach it, and (2) focus on the professional performance of those individuals whom a teacher education institution recommends for licenses. These two shifts in focus -- to a greater emphasis on academic social studies content and toward performance-based assessment -- are consistent with general trends in teacher education and the national move toward greater accountability for schools, teachers, and teacher education programs. They also parallel efforts of the National Commission of Teaching and America's Future (NCTAF), state teacher licensure offices, the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), and other subject matter professional teacher associations.

The Current Social Studies Program Standards and Their Use

The social studies program standards that were developed by NCSS and adopted by NCATE in 1997 -- *NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies*-- are the first decidedly performance-based subject matter standards to become part of the NCATE accreditation process. As such, they have become a prototype for institutions seeking NCATE initial accreditation or continuing accreditation beginning in 1999.

There are nineteen standards in all: Fifteen that identify areas of social studies content that new social studies teachers should know and be able to teach; and four, called

"Programmatic Standards," that prescribe conditions of learning that programs that prepare social studies teacher candidate should provide in order for their candidates to develop that knowledge and competence. The first fifteen standards are divided into two groups: "Thematic Standards" and Disciplinary Standards." The ten thematic standards and the four programmatic standards apply to broad field social studies programs and to programs in the single disciplines of history, geography, economics, civics and government (political science), and psychology. The five disciplinary standards apply individually only to programs in each specific discipline.

It is important to note at this point that these social studies standards were not created from scratch by the task force that developed and wrote them. All of the content standards --15 of the 19 -- are based on respected national efforts that have identified what pre-K-12 students should learn in social studies. The task force that wrote these standards for teachers asked itself this question:

> If the content identified in these other documents is what the various national experts say school students should learn in broad field social studies, history, geography, civics and government and psychology, what should their teachers know and be able to teach?

The explanation of each type of standard that is provided in the *NCSS/NCATE Program Standards* document is as follows:

- The *Thematic Standards* are based on the NCSS document, *Expectations of Excellence: Curriculum Standards for Social Studies (1994),* which describes NCSS expectations of what pre-K-12 *learners* should know and be able to do.

- The *Disciplinary Standards* are based on documents that were compiled in the 1990s by various expert groups who have identified what they believe pre-K-12 *learners* should know and be able to do as a result of instruction in specific social studies/social science discipline-based courses -- history, geography and so forth. The reports of these groups are as follows:

  National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for Social Studies.* Washington, DC: NCSS.

  National Center for History in the Schools. (1994). *National Standards for History.* Los Angeles: National Center for History in the Schools.

  National Geographic Association. (1994). *National Geography Handbook: Geography for Life.* Washington, DC: National Geographic Research & Exploration.

  Center for Civic Education. (1994). *National Standards for Civics and Government.* Calabasas, CA: Center for Civic Education.

Economics America, National Council on Economic Education. *Voluntary National Content Standards in Economics.* New York: National Council on Economic Education.

American Psychology Association. (1996,1997). Internal draft reports on standards. Washington, DC: American Psychology Association.

The disciplinary standards for teachers specify what *teachers* in the specific licensure areas of history, geography, civics and government, economics, and psychology should know and be able to do to teach appropriately. Institutions that are preparing candidates for licensure in any of these specific disciplines are expected to show how each of their single discipline programs meets the appropriate *disciplinary standards.*

The *Programmatic Standards* for initial licensure are of a different order from the thematic and disciplinary standards. They focus directly on the teacher preparation programs for initial licensure rather than on the individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. All institutions preparing candidates for licensure (or certification) in social studies or a single discipline are expected to show how their programs meet the *programmatic standards.*

The actual wording of the first standard -- Theme one: Culture and Cultural Diversity -- is as follows:

> *Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.*

The wording for the disciplinary standard for history is as follows:

> *Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.*

The first programmatic standard is worded as follows:

> *Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.*

All of the other standards follow the same format as these three.

The standards as a whole are intended to do three things as institutions put them to use:

- Define the social science and history areas of knowledge that candidates seeking to be social studies teachers need to know and be able to teach.

- Require three types of evidence of those candidates' knowledge and competence.

- Provide a system for institutional self-study and external validation.

As institutions apply each of the content standards, their faculty are asked to address the following question:

> How do we know the individuals we recommend for licenses to teach are capable of teaching social studies/history to the students they will be licensed to teach?

In order to respond to this question more specifically, they are asked to consider the following three more precise questions concerning their teacher candidates, and to do so individually for each of the fifteen content standards:

- What do our candidates for licenses to teach social studies know about the content defined by this standard?

- How well can they teach it?

- What dispositions do they possess that will affect their teaching?

Evidence that is expected to be provided to support the responses for each standard are of three types:

- *Programmatic evidence,* which provides assurance that each person recommended by a teacher education unit for teacher licensure has been offered a reasonable opportunity to master the knowledge, skills, and dispositions requisite to success as a social studies teacher.

- *Testing evidence,* which, if the testing is a demonstrably valid and reliable measure of the knowledge, skills, and dispositions described by these standards, provides assurance that those who have attained passing scores possess the knowledge identified in the standards as necessary for classroom teaching effectiveness.

- *Performance evidence,* which provides assurance that those who are judged to have met the performance criteria can perform effectively as classroom teachers in the areas described by the standards.

As the new *NCATE 2000 Unit Standards* become required for institutional accreditation in 2001, the data provided by institutional responses to these questions about their social studies teacher education programs will become part of the data that the institution will use to address the two NCATE Candidate Performance standards. Those two standards are as follows:

Standard I. Candidate Knowledge, Skills, and Dispositions
Candidates preparing to work in schools as teachers or other school personnel know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2. Program Assessment and Unit Evaluation
The unit has an assessment system that collects data on the qualifications of applicants, and performance of candidates and graduates; these performance data and other information are used to evaluate and improve programs.

These two standards will constitute the most heavily emphasized part of the total of six standards that make up *NCATE 2000.*

As the performance-based program standards of the other subject matter associations are approved and integrated into the revised NCATE accreditation system, all subject matter standards, as a group, will constitute the core of national accreditation. In addition, they will define what content new teachers from NCATE accredited institutions know and are able to teach.

Implications

Some of the already visible implications of the use of the new performance-based social studies subject matter standards in the NCATE accreditation process are the following:

- To date, eighteen states have adopted the new national performance-based, subject matter standards for continuing state approval of college and university teacher education programs.

- Twenty-six additional states have committed themselves as part of their state partnership agreements with NCATE to working toward making their own subject matter program standards consistent with the new national performance-based standards. To do this, they have agreed to submit their state standards and review processes to national subject matter associations, such as the National Council for the Social Studies, for review and potential designation as "nationally recognized."

- A lack of understanding of the new standards by college and university faculty, particularly their performance-base, has led to confusion, surprise,

anxiety, and frustration as many college and university faculty try to re-assess their programs in the ways that are now expected

- Nearly all of the college and university programs for the preparation of social studies teachers that were reviewed during the first two review cycles under the new national standards (in May and November 1999) were not approved. The review of state standards and processes over the same time has resulted in similarly low approval rates.

- Because the standards for social studies are being used as prototypes for other subject matter areas by NCATE and state program approval processes, the bar is being raised on what is expected in subject matter knowledge and competence of all teacher education programs.

- Educational Testing Service (ETS) is now using the new national standards as a primary basis for identifying areas of content knowledge and competence to be tested on the next version of its Praxis II tests. (Thirty-eight states now require Praxis tests for initial teacher licensure.)

- The use of these new national standards by ETS means that the next version of Praxis II tests for social studies will probably be significantly different and more demanding than the present tests.

- States and institutions are beginning to look toward these national program standards and the tests based on them for evidence of the success of their programs so that they might submit that evidence as "report card" data to meet the requirements of "Title II," Section 207 of the Higher Education Act (1998)

- Because many college and university social studies programs and state social studies program standards approval processes will not receive approval from NCSS in the next three-to-five years, social studies programs will be jeopardized, which could contribute to institutions being denied NCATE accreditation and state authorization to continue their teacher education programs.

References

Ambach, G. (1996, November). Standards for teachers: Potential for improving practice. *Phi Delta Kappan, 78* (3), pp. 207-210.

American Psychology Association. (1996,1997). Internal draft reports on standards. Washington, DC: American Psychology Association.

Andrews, T.E. (Ed.) (1996). *Manual On Certification*. Seattle, WA.: National Association of State Directors of Teacher Education and Certification.

Center for Civic Education. (1994). *National Standards for Civics and Government*. Calabasas, CA: Center for Civic Education.

Darling-Hammond, L. (1996, March). The quiet revolution: Rethinking teacher development. *Educational Leadership, 53* (6), pp. 4-10.

Darling-Hammond, L., Wise, A. E. & Klein, S. (1995). *A license to teach: Building a profession for 21st century schools*. Boulder, CO.: Western Press.

Darling-Hammond, L. (1994, August). National Standards and Assessments: Will They Improve Education? *American Journal of Education, 102* (4), pp. 478-510.

Delandshere, G. & Petrosky, A.R. (1994, June/July). Capturing teachers' knowledge. *Educational Researcher, 23* (5), pp. 11-18.

Diez, M. E. (Ed.) (1998). *Changing the practice of teacher education: Standards and assessment as a lever for change*. Washington, D.C.: American Association of Colleges for Teacher Education.

Economics America, National Council on Economic Education. (1997). Voluntary *National Content Standards in Economics*. New York: National Council on Economic Education.

Elmore, R. (1996, Spring). Getting to scale with good educational practice. *Harvard Educational Review, 66* (1), 1-23.

Haertel, Edward. (1999, May). Performance assessment and education reform. *Phi Delta Kappan, 80* (9), pp. 662-666.

Hattie, J. (1996). Validating teaching standards. In L. Ingvarson, (Ed). *Early adolescence/English language arts (EA/ELA) Standards for National Board of Certification*. Southfield, MI: National Board for Professional Teaching Standards.

Ingersoll, G., & Scannell, D. (1998, Spring). Performance-based teacher preparation and licensure. *Quality Teaching, 7* (2), 6-8.

Interstate New Teacher Assessment and Support Consortium (1992). *Model standards for beginning teacher licensing and development: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers.

Interstate New Teacher Assessment and Support Consortium (1995). *Next steps: Moving toward performance-based licensing in teaching*. Washington, DC: Council of Chief State School Officers.

Interstate School Leaders Licensure Consortium (1996). *Work in progress.* Washington, D.C.: Council of Chief State School Officers.

Lewis, C. & Pearlman, M. (1997). An experiment in standard setting. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Mabry, L. (1999). *Portfolios plus: A critical guide to alternative assessment.* Thousand Oaks, California: Corwin Press, 1999.

Mabry, L. (1999, May). Writing to the rubric. *Phi Delta Kappan, 80* (9), pp. 673-679.

Madaus, G.F. & O'Dwyer, L.M. (1999, May). A short history of performance assessment. *Phi Delta Kappan, 80* (9), pp. 688-695.

Madaus, G.F. & Kellaghan, T. (1992). Curriculum evaluation and assessment. In P.W. Jackson. (Ed.). *Handbook of Research on Curriculum.* New York: Macmillan. pp. 122.

McLaughlin, M.W., Shepard, L.A. & O'Day, J.A. (1995). *Improving Education Through Standards-Based Reform: A Report by the National Academy of Education Panel on Standards-Based Education Reform.* Stanford, California: National Academy of Education.

Myers, C.B., et al. (1997). *National standards for social studies teachers.* Washington, DC: National Council for the Social Studies.

Myers, C.B., et al. (1997). *NCSS/NCATE program standards for the initial preparation of teachers of social studies.* Washington, DC: National Council for the Social Studies.

Myers, C.B., et al. (1999). *Guidebook for colleges and universities seeking to meet NCSS/ NCATE program standards for the initial preparation of teachers of social studies.* Washington, DC: Assessment Criteria Project, National Council for the Social Studies and National Council for Accreditation of Teacher Education.

Myers, C.B., et al. (in press). *Alignment report: Study of the correlation between NCSS national standards for social studies teachers and Praxis II tests.* Washington, DC: Assessment Criteria Project, National Council for the Social Studies and National Council for Accreditation of Teacher Education.

Moss, P.A Delta. and Schutz, A. (1999, May). Risking frankness in educational assessment. *Phi Kappan 80* (9), pp. 680-687.

Moss, P.A., Schutz, A., & Collins, K. (1998). An Integrative approach to portfolio evaluation for teacher licensure. *Journal of Personnel Evaluation in Education.* Vol. 12, pp 139-162.

National Board for Professional Teaching Standards (1989). *What teachers should know and be able to do.* Detroit: Author.

National Center for History in the Schools. (1994). *National Standards for History.* Los Angeles: National Center for History in the Schools.

National Commission on Teaching and America's Future. (1997, November). *Doing What Matters Most: Investing in Quality Teaching.* New York: Author.

National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future.* New York: Author.

National Council for Accreditation of Teacher Education. (2000) *Standards for Elementary Teacher Preparation.* Washington, DC: NCATE.

National Council for the Social Studies. (1997). *NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies.* Washington, DC: NCSS.

National Council for the Social Studies. (1997). *National Standards for Social Studies Teachers.* Washington, DC: NCSS.

National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for Social Studies.* Washington, DC: NCSS.

National Education Association (1996). *Performance-based Licensing: The profession builder.* Washington, DC: NEA.

National Geographic Association. (1994). *National Geography Handbook: Geography for Life.* Washington, DC: National Geographic Research & Exploration.

Pearlman, M. (1999). The design architecture of NBPTS certification assessments. In L. Ingvarson (Ed.). *Assessing teachers for professional certification.* Stanford, CT: JAI.

Popham, W. J. (1997, October). What's wrong--and what's right--with rubrics. *Educational Leadership, 55* (2), pp. 72-75.

Pullin, Diana C. (1998). Reforms in standards-based teacher education, certification, and licensure: Legal issues in implementation. Prepared for the Interstate New Teacher Assessment and Support Consortium. Washington, DC: Council of Chief State School Officers.

Scannell, M. & Wain, J. (1996, November). New models for state licensing of professional educators. *Phi Delta Kappan,* 78 (3), pp. 211-214.

Shepard, L.A. (1997). *Insights gained from a classroom-based assessment project.* Los Angeles: Center for the Study of Evaluation. University of California.

U.S. Department of Education. (1998). *Promising practices: New ways to improve teacher quality.* Washington, DC: Author.

Wise, A.E. (1996, November). Building a system of quality assurance for the teaching profession: Moving Into the 21st Century. *Phi Delta Kappan, 78* (3), pp. 190-192.